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AUTHOR	Westendorf, David; Karr-Kidwell, PJ
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ABSTRACT

This paper presents a literature review and describes an inservice plan for aspiring and current elementary administrators in schools serving English-as-a-Second-Language (ESL) communities. The literature review examines habits and guidelines for effective leaders to use in educational settings, discusses laws regarding bilingual/ESL education, notes schoolwide activities related to ESL, and presents classroom practices for ESL teachers. The planned inservice includes information on the changing socioeconomic conditions in the United States, background information on ESL philosophies, strategies for successful teaching in ESL classrooms, and strategies to improve parental involvement and adult education for ESL parents and community members. Each area of the inservice provides administrators with specific strategies for implementing successful ESL programs. An appendix presents handouts to be used in the actual inservice. It also provides a survey to measure how participants plan to use information from the inservice in their schools and communities and a follow-up questionnaire to gauge how administrators are implementing the strategies 3 months following the inservice. (Contains 61 references.) (SM)

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SERVING ENGLISH AS SECOND LANGUAGE COMMUNITIES: A LITERARY REVIEW AND AN IN-SERVICE PLAN TO ASSIST ADMINISTRATORS

David Westendorf
Irving I.S.D.
Fourth Grade Teacher
Masters, Texas Woman's University

PJ Karr-Kidwell, Ph.D.
Professor, Educational Administration
College of Professional Education
Texas Woman's University

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INTRODUCTION

There is a rapid increase in contemporary American society in the number of students whose primary language is not English and it is critical that schools adjust to help these students succeed (Genesee, 2000; Menken & Look, 2000; Perez, 2000). School personnel need to examine their curriculum and possibly try different, yet proven and effective methods to ensure all students, regardless of their linguistic backgrounds, are educated in the best and most appropriate way possible (Boyer & Baptiste, 1996; Cavazos, 1989; Perez, 2000). Those educators in the classroom also have opportunities to connect with their students, especially those from families without previous educational opportunities because of language barriers, to stress the importance and positive differences of education in today's society (Riley, 2000). Students whose first language is not English and who may not be fluent have a special need to be helped to become fluent, so they can function and contribute to our society (Becket & Haley, 2000; Reid, 2002; Wagner, 2001).

Administrators can implement relevant strategies and programs within their schools to meet this important educational challenge. Enabling the staff to develop and implement programs to assist entire families in meaningful ways is crucial for administrators in culturally and linguistically diverse communities (Gibb, 2000). Children and parents alike undoubtedly benefit from these programs to improve the entire

community (Duffy, 2002; Mersky, 1998; Rettig, 2002; Riley, 2000).

Today's educators, however, are not well prepared to meet the challenges of the United States' changing student demographics. The same teaching methods formerly used in classroom settings might not be the most effective methods for today's students (Beckett & Haley, 2000). Even the goals of instruction for students not yet fluent in English have changed. In the past, the emphasis was "survival and social English". Demands from an ever-increasing technological society have required a shift away from this kind of instruction to "academic English" to be taught to all students, even those in English as a Second Language (ESL) classes (Beckett & Haley, 2000).

There is an ever-increasing Limited English Proficient (LEP) student population in our country and administrators must be ready and willing to help these students achieve as well as those fluent in English (Menken & Look, 2000; Miramontes, Nadeau, & Commins, 1997). In the year 2000, 1 in 11 students were identified as LEP and half of all educators taught a LEP student during their careers (Menken & Look, 2000). Personnel in schools have to adapt to reflect societal changes and expectations (Boyer & Baptiste, 1996; Reid, 2002; Rose & Gallup, 2001; Sadler, 2002).

Statement of Purpose

The purpose of this paper was to present a literary review and to design a plan for an in-service for aspiring and current administrators on elementary campuses serving ESL communities. This planned in-service included data on the changing socio-economic conditions in the United States, background information on ESL philosophies,

strategies for successful teaching in ESL classrooms, and strategies to improve parental involvement and adult education for ESL parents and community members. More specifically, in the Irving Independent School District, this in-service can enhance the improvement plans for the school campuses. Campuses can use this in-service to help reach the goals of working with families and the community to meet the needs of all students.

REVIEW OF RELATED LITERATURE

As strong and effective leaders in educational settings, principals need to possess several skills, and among these are a vision for the school, organizational skills, and a winning mentality (Covey, 1989; Ferrandino, 2001). According to Covey (1989), the first habit in his Seven Habits Paradigm for effective leaders to use as a tool or resource is be proactive. This concept applies to effective leaders in school settings and states that a person chooses how and if situations or individuals affect his or her attitude or job performance. Taking the initiative to handle or even change a situation is a key part of being proactive. The second habit is to begin with the end in mind. Visualizing the goals or end product of a program or process is vital to achieving those goals. A conducive method to help put this habit into practice is by developing what Covey calls a "personal mission statement". This helps educational leaders focus on what goals are desired as well as the best and most appropriate way to achieve them. The third habit that effective, educational leaders cultivate and apply is put first things first. For leaders, prioritizing things that need to be accomplished is a practice that is very important for success. A

leader must decide what takes precedence over other matters that are also part of the job's routine. A matrix to assist an administrator better manage time and master the third habit is a useful resource. The four categories of this matrix are entitled urgent, not urgent, important, and not important. Activities and responsibilities can be put into this chart to help organize and prioritize what needs to be accomplished. Learning to manage time well is crucial for an effective leader. The fourth habit is think win/win. It is explained that a productive leader, such as an effective administrator, continually strives to have all parties involved in a situation come away from a meeting or encounter feeling as though they achieved what they wanted. All groups in win/win situations are satisfied with the outcome, therefore beginning or continuing a team-like attitude, fostering growth within the school setting. Covey (1989) outlines first to understand, then to be understood as the fifth habit for effective leaders. Open and responsible communication is the main concept of this habit that leaders espouse as part of their leadership styles. Active listening to understand what another is truly saying before attempting to offer solutions is what an effective leader does regularly and sincerely as part of leading. After really listening to and understanding what someone else is communicating, effective and strong leaders then offer ideas or suggestions. Synergize is the sixth habit for educational leaders to follow. This habit declares that when all of the previous habits are used in unison, they are powerful as a means to reach goals of a school organization. Trust and communication are essential components. These components are central to all other habits as well, and without them, success and attainment of goals cannot be obtained. The seventh and final habit is sharpen the saw. The message is that effective

administrators need to continue to stay focused by taking care of themselves physically, mentally, socially, emotionally, and spiritually. This last habit makes the others possible to obtain and practice.

In addition to Covey's seven habits, there are other recommendations that an effective administrator can use. Gibb (2000) notes six interrelated styles of leadership that were identified through interviews and descriptions of successful middle school principals who continually strived toward excellence through strong leadership in their schools for culturally diverse student populations. Principals and staffs identified as proactive from 21 schools in the United States were interviewed and their comments and answers were analyzed to develop these leadership guides. The 6 leadership styles were outlined to serve as guidelines for other educational leaders serving such diverse student populations. This was a project entitled "Leading for Diversity", which is part a of the Art, Curriculum and Research Associates.

To embrace a vision is the first quality that these principals share. According to Gibb (2000), an effective leader's vision is one that is communicated well to all in the school's community. The vision needs to state that all students, regardless of differing cultural backgrounds, can and will achieve while developing and practicing leadership skills. Appreciating and celebrating all cultures is another important element found to be shared by these principals and staffs.

In addition to having a shared and well-communicated vision, the second belief of successful administrators is the importance of hiring a heterogeneous staff for a culturally diverse school community. Although challenging and possibly time consuming, the

rewards of a diverse staff are great. Students have the opportunity to see educators and professionals that are from the same cultural background or ethnic group, thus seeing positive role models. Additionally, having staff members who speak parents' languages makes the school more welcoming for those parents and community members not fluent in English.

The third of the guidelines, outlined by Gibb (2000) is entitled,"strengthening current capacity". Gibbs found that, in addition to hiring a culturally and linguistically diverse staff, the educational leaders and staffs interviewed found it was equally important to help all staff members to do their best to adapt to changing school populations and do their best for all students of the school. This goal can be accomplished by facilitating multicultural learning by the staff to help them fully appreciate the cultures represented in the school and surrounding community.

Gibb (2000) reported that creating collaboration, the fourth guideline, helps build and maintain communication and trust among staff members. Staffs, when encouraged to help and advise one another, used this collaboration as a method to better educate their students.

Disaggregating data is the fifth guideline for effective leadership in culturally diverse schools. Principals and staff reported the advantages of sharing information on student achievement. The sharing and discussion generated from this sharing facilitates learning and planning for teachers and staff to continue successful approaches, or remedy those practices found to be not as successful.

The sixth guideline is "walking the walk". This means that educational leaders need to model behavior expected from staff and students instead of merely stating that the previous guidelines be followed. Gibb (2000) found that the principals and staff in the school actually put in practice what they considered to be effective in dealing with culturally diverse populations.

Philosophy and Brief History of English as Second Language Instruction

A portion of having a successful educational program on a school campus is maintaining an effective ESL program within the school and its community (Mersky, 1998). American society is perpetually changing, with constant demands being put upon educators. Schools must change to reflect society's expectations and requirements (Boyer & Baptiste, 1996; Wagner, 2001). Boyer and Baptiste (1996) point out that society in the United States is ethnically and racially changing. The percentage of people belonging to minority groups such as African Americans, Asians, or Hispanics are increasing, including millions of people whose first language is not English. Due to these changing demographics, school personnel must teach students more than the traditional reading, writing, and mathematical skills. To succeed and meet demands in today's American society, students must also be taught to be more accepting and appreciative of others' differences and backgrounds. Society, according to Boyer and Baptiste (1996), is moving from acknowledging and celebrating primarily the Anglo culture in the United States to acknowledging and celebrating all Americans' ethnic, racial, and linguistic heritages.

In addition to appreciating all American cultures and backgrounds, society demands ESL speakers to use more than simple phrases or "social English". An ESL learner needs to have a thorough exposure to and mastery of academic language in order to succeed in today's society (Chamot & O'Malley, 1994). Chamot and O'Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA) by research and extensive interviews of ESL learners and educators interacting with ESL students. By stressing and fostering academic learning of the English language, teachers help their students to learn and gain tools to succeed in the classroom, as well as for success for life outside the educational setting. Their academic language usually is not taught nor practiced beyond a classroom setting, making it crucial for it to be used consistently in the school setting. By the time these ESL students reach middle or high school, the content area teachers often make the assumption that these students have good academic skills. Higher-level thinking skills are used with CALLA and ensure practice in academic English for ESL learners.

Another way that society is changing is the laws regarding bilingual/ESL education. In places such as California and New York, bilingual education in public schools is being replaced by ESL education (Baker, 1998; Wildavsky, 2000). According to Baker (1998) and Wildavsky (2000), California ended its state bilingual programs in 1998 in favor of having students learn in classrooms where the instruction is only in English and test scores have risen. These students no longer in bilingual programs are doing better academically than those students still enrolled in bilingual education (Baker, 1998; Editor, 2000). More and more parents of LEP students do not want their children

to be enrolled in bilingual classes, but rather in all English classrooms, so that their children can succeed by knowing English better (Editor, 2000).

An example of how society and the American school system is changing is the increasing need in our country for teachers and administrators with ESL knowledge and experience. Menken and Look (2000) state that, according to the National Clearinghouse for Bilingual Education, in the year 2000, 1 in 11 students will be classified as LEP. Additionally, half of all educators will teach LEP students during their careers. LEP students are the most rapidly growing group of students in the United States today, with a 104% increase during the last 10 years. There will be over 4 million LEP students in grades K-12 by the year 2000 in American schools (Menken & Look, 2000).

The Bilingual Education Act of 1968 set federal guidelines for bilingual and ESL programs in schools to ensure that students with these identifications could be educated in the best and most appropriate manner. Lau v. Nichols (1974) and Serna v. Portales Municipal Schools (1974) required school systems to provide appropriate education for students not yet fluent in English. In the Lau decision, the United States Supreme Court found that by not providing special and appropriate instruction with English-limited students' needs in mind, schools were denying students a proper education. The Court required schools with such populations to provide English language instruction for LEP students. It held that denying LEP students this instruction was in violation of Title VI of the Civil Rights Act of 1964, which bars discrimination in federally funded programs according to a person's color, race, or ethnic background.

The Serna case resulted in a type of bilingual education to be provided in the New Mexico town of Portales. The Tenth Circuit Court found that because many students of that community were growing up in a culture linguistically different than the one in the Portales schools, the students were not able to achieve as highly academically as those whose first language was English. The Fifth Circuit Court of Appeals in 1982 required that a school district's program intended to assist LEP students become fluent in English be evaluated and judged on proven educational theory, as well as being consistent with other programs with the district (United States v. State of Texas). This ruling set standards for ESL programs to be educationally based and in concert with other programs offered by school districts. Gomez v. Illinois State Board of Education (1987) held that this statute can be enforced through lawsuits in the court system. These federal cases and law set the groundwork for students with language considerations to receive the same quality of education as those fluent in English.

School-wide Activities Related to English as a Second Language

To establish and maintain a successful and welcoming school climate for ESL students as well as their parents, Mersky (1998) suggests involving parents as much as possible. Being aware of and adjusting for possible differences in language, both written and oral is important for good, effective communication. Ady (1993) and Fisher and Ury (1991) point out that when people attempting to communicate are speaking in different languages, the chances for misinterpretation and miscommunication increase. A word or phrase in one language may not have the same connotation in the second language,

causing possible communication problems. Fisher and Ury (1991) suggest using carefully chosen translations in situations to avoid these communication misunderstandings.

One way to make parents feel welcome is by establishing committees to help parents new to the school become familiar with the school's policies and activities. Conducting school meetings so that all parents can understand is important to give parents opportunities to participate and be informed and knowledgeable about the activities in their children's classrooms and school. Mersky (1998) suggests that utilizing written and electronic communication in languages other than English for LEP parents will also help parents and staff members communicate more effectively. Staff members need to have training to become aware of and appreciate their school's community and its traditions and expectations of the school. This will help the staff interact and communicate more effectively with parents. Presenting and modeling multicultural lessons for classroom use is also important for staff members so that they can begin using these concepts in their instruction. Parents can benefit from useful informational sessions with topics such as drug and alcohol awareness, gang problems, and way to assist their children with schoolwork (Mersky, 1998).

Osterling, Violand-Sanchez, and von Vacano (1999) advocate using students' native languages for academic programs. By using this approach, a more encouraging message that the child is being educated appropriately and that the family can also participate is sent to families whose primary language is not English. Involving parents

in the educational processes and activities of their children also fosters learning for the entire family (Lockwood & Secada, 1999; Mersky, 1998; Osterling, Violand-Sanchez, & von Vacano, 1999). A way to involve parents is by actively recruiting parents to be in partnerships with staff members that focus on the students' education. Lockwood and Secada (1999) advocate helping parents to envision their children finishing high school and college so that the students can have more opportunities in their lives. The parents need to be shown sensible and realistic methods to plan for and achieve this goal.

Staff members can form and work with parent peer groups to help get other parents involved. The peer groups are less threatening to parents and are sensitive to parents' schedules when planning meetings (Lockwood & Secada, 1999). Mersky (1998) and Osterling, Violand, and von Vacano (1999) say that family-literacy programs motivate parents to become active learners themselves, which then benefits their children. Overcoming language barriers between parents is essential for open and good communication between parents and school staff members (Cavazos, 1989; Thurman, 1999). Thurman (1999) points out that LEP parents who believe that their children's schools do not do a good job at communicating with them also have less positive feelings about the school. This leads to parents not participating at the school and having feelings of intimidation about the school (Thurman, 1999).

Besides being aware of possible language barriers and what to do about them, a valuable method for administrators to build and sustain a welcoming, nurturing attitude in an ESL community is to offer quality and useful adult education. Adults not fluent in English often are highly motivated to participate in adult education and experience great

benefits in terms of improvement in basic English skills and employability (Fitzgerald, 1995). Fitzgerald (1995) points out that ESL adults have higher rates of participation in adult education programs as compared to adult education programs for native English speakers. There is more demand for adult ESL classes than are being currently provided.

Providing vocational ESL programs can be very beneficial to adult LEP students (Wonacott, 2000). The students can learn English skills that directly relate to their jobs, helping them to be more effective at work. Fitzgerald (1995) and Wonacott (2000) suggest that teachers for adult education classes need to be aware that LEP adults often come from several language and cultural backgrounds, so providing cultural and linguistic orientation is crucial for success for the LEP students. This will help the learners to be able to participate and learn more comfortably and confidently, while helping them to adjust to their new culture more easily (Wonacott, 2000).

There are factors that are directly related to the participation level of ESL adult learners (Fitzgerald, 1995). Administrators should be aware of these factors when facilitating effective ESL programs for adults. According to Fitzgerald (1995), learners who use services such as childcare and transportation assistance stay in programs longer than learners who do not. Another factor to consider is that adults who go to day classes stay in their programs longer than those attending night classes. The third factor affecting participation is computer learning labs. Those using instruction with computers participated at a higher level than those whose instruction is only in the classroom

Teaching parents how to participate and communicate more effectively during parent-teacher conferences is another useful topic for adult education (Clark, 1999).

Parents sometimes feel awkward or intimidated about conferencing with their children's teachers about the children's behavior or academic progress. Outlining strategies, possibly through the use of peer teaching from other parents, can help parents feel more comfortable, confident, and able to ask important questions at conferences (Clark, 1999). Clark (1999) points out that communication between teachers and LEP parents can be more difficult, but that explanations of specific terms and information can help to avoid any misunderstandings. When students see their teachers and parents working together, children are more likely to experience success.

Children's behavior and motivation to learn is affected by their parents' expectations and involvement with them and their schools (Cavazos, 1989; Nicholson, Evans, Tellier-Robinson, & Aviles, 2001). Oftentimes, children in families who have recently come to the United States do well in school because of their families' belief that a good education is the key to success. Schools can have programs for adult learners that can further help parents aid their children receive a good education. Cavazos (1989) outlines some issues that staff members can present and discuss with parents that will be useful to them at home, which then benefits their children.

Learning about how to discipline appropriately will help the parent be consistent with their children. Using time management techniques to set homework and bedtimes are important tools for parents to learn. Teaching parents to plan and monitor their children's study at home will help the children know what is expected of them to do better on their homework. Working on improving parents' self-esteem is important so they can be confident with their children. Learning how communicate about learning with

their children is a good skill for parents so they can help their children academically. Learning about drug and alcohol abuse, recognizing it, and what to do about it are important topics of information that parents can learn to use continually. Planning a healthy diet for their families is a skill that parents can use to help their children, as well as themselves, physically.

Burt (1999) and Cavazos (1989) suggest using videos with adult learners to make instruction personally relevant. For example, the use of videos has many advantages. Videos use both visual and audio stimuli and can be used by those learners not yet fluent in writing and/or reading. Videos also provide authentic language and information about that culture (Burt, 1999). These videos can also be controlled or started and stopped when necessary to maximize their effect on the individual learner or group of learners. Specific topics relevant to the targeted audience can also be fully explained through the use of specific, selected videos. Using closed captioning also is an effective approach when using videos instructionally (Liversidge, 2000). The ESL learner can see the dialogue of a video while hearing it. This combination helps to increase comprehension and the subject area being presented as well as mastery of vocabulary. Areas of learning such as using English on the job, social interactions, and other areas important to limited English-speaking adults can be enhanced with the use of videos. The learning acquired through the use of this medium then benefits these children and their families.

Classroom Practices for English as Second Language Teachers

Classroom teachers, to be effective for ESL students in their classrooms, need to utilize ESL strategies consistently. Chamot and O'Malley (1994) developed guidelines for ESL teachers and administrators to use as instructional strategies in the classroom setting. Providing hands-on and cooperative group experiences to solve problems is important to encourage learners to use social and academic English in informal groups of peers in order to solve problems. Students will find it necessary to use English skills as a means to find solutions. ESL learners should have their prior knowledge about a topic connected to a current lesson or concept in order to learn more easily and effectively. The students may come from many different backgrounds and have various prior experiences and knowledge, so helping make a connection is an important strategy for ESL teachers to use. Encouraging students to use vocabulary related to the subject area will help the students learn and use the vocabulary appropriately. Due to potential levels of fluency and comprehension in English, ESL teachers should recognize that students use different learning styles. Lessons in the classroom should vary so that students can learn visually, auditorally, or kinesthetically. An important strategy Chamot and O'Malley (1994) say that teachers can use with ESL students is teaching them to realize that when they do not know a word or idea, what they can do to find out. Graphic organizers help ESL learners organize ideas as well as put together study guides. ESL teachers should provide a wealth of books, magazines, and other materials for the students to use as resources to help them master concepts.

New educators must also be prepared to meet the needs of all ESL learners (Beckett & Haley, 2000; Solorzano & Solorzano, 1999). Beckett and Haley (2000) stress using academic language for ESL learners. This approach has a stronger emphasis on development of literacy, vocabulary enrichment, higher-level thinking skills, study strategies and the learning of social skills. Educators, new to the profession or who have not previously taught in an ESL classroom, can be trained to use the ESL Standards for Pre-K-12 Students from the Teachers of English to Speakers of Other Languages (TESOL). The Standards are a resource for teachers and administers to use to ensure ESL students have high quality English language and academic instruction (Beckett & Haley, 2000). A scope and sequence for LEP learners is provided in the Standards, so teachers can help their students be successful in English-language instruction.

There are three goals for ESL students set by the Standards. The first goal is use English to communicate socially. The teacher should strive to have ESL students feel comfortable and confident speaking English in and out of the classroom environment. The students should be given opportunities and encouraged to communicate with peers to solve academic problems and see the advantages of speaking English. The second goal is to use English to achieve academically in all content areas. Teachers can help their students reach this goal by having language-rich classrooms, helping students take meaningful notes while modeling the process, using graphic organizers, having taped lessons at listening centers, and using print media such as newspaper or magazine advertisements to help use prior knowledge. These methods should be used as part of daily instruction. The third goal from the ESL Standards from TESOL is to use English

in socially and culturally appropriately ways. ESL students need to know the differences between formal and informal English, about idioms and slang terms used in English, and when it is appropriate to use each kind of language. Using multicultural literature and cultural events in the classroom as resources will foster an understanding and appreciation for others and their cultures and backgrounds (Beckett & Haley, 2000). The demand for such ESL-trained teachers has increased and suggests teaching practices that beginning teachers can utilize in their classrooms to help ESL students succeed.

Kim and Clarke-Ekong (1999) suggest using a multicultural curriculum that provides ESL students with hands-on activities to enhance their learning. Such a curriculum helps students have appreciative attitudes and tolerance about others and their cultural backgrounds. Giving ESL students opportunities to learn about other cultures helps prepare the students for today's world, while helping to erase the idea of "us versus them" (Kim & Clarke-Ekong, 1999).

Selecting culturally and linguistically appropriate materials for use in the classroom is an important task (Santos & Reese, 1999). Oftentimes materials are sent home for parents, but Santos and Reese (1999) maintain that knowing about how families of a school's community function and interact with school members is also necessary. Getting to know as much as possible about the community culture, their values, beliefs, and traditions is an important strategy for teachers and administrators to have to better serve the community. Families have different traditions, depending on the primary language spoken at home, the level of education obtained by family members, their religion, which country they are from, how long they have been in the United States, how

acculturated they are, and where the families currently live (Santos & Reese, 1999; Ullman, 1997). Teachers need to have this knowledge to make informed decisions about which instructional materials to choose with students and families.

Santos and Reese (1999) caution educators about using materials that have been translated into a second language. Such materials must be carefully screened for appropriate linguistic and cultural content. When materials are translated, the level of educational appropriateness sometimes changes and educators must monitor this. Dialects of a language differ from country to country, or even within a country, and translated materials should be reviewed for appropriateness in a language's dialect (Santos & Reese, 1999).

Ariza (1999) and Suh (1999) suggest that there are differences between native English speakers and some ESL students in how they interact socially. Classroom teachers need to be aware of their ESL students' different cultural backgrounds and experiences to make sure the students feel comfortable in the classroom setting, which helps maximize learning. Ariza (1999) outlines methods to create a safe, welcoming learning climate for ESL students. Getting to know the students on a personal level is important to help make the classroom inductive to learning. Ways to get to know students include getting to know the students' parents and the how their families live. This leads to better understanding and insight about the learners' experiences and the families' expectations and attitudes about education. Educators can get to know their students better by talking to guidance counselors and spending a few minutes as much as

possible talking informally to individual students. By getting to know each student personally, as well as about their family life, will help the students have a sense of importance and that the teacher likes them. These positive interactions will foster good feelings, more comfort, and a friendly classroom atmosphere (Ariza, 1999).

A second way to create a positive classroom atmosphere is for educators to adapt to students (Ariza, 1999; Rozycki, 2001). This approach is intended to have teachers examine their ideas of teaching and learning to find out if their beliefs match the students' learning styles and values. ESL students may be from other cultures and have different types of behaviors (Ariza, 1999). To avoid confrontations and frustrations from both of these teachers and students, educators need to adjust their attitudes to ensure a successful learning environment.

Giving students opportunities to experience success is the third approach outlined by Ariza (1999). Educators need to allow their students to feel successful in a variety of situations so students will have positive, rewarding experiences in the classroom and feel good about themselves and their efforts. A way for teachers to make sure this happens is to make each action and activity very clear and easy to understand, so that all students can accomplish the task and feel successful. Small successes will lead to larger successes, and students will achieve measurable goals while gaining a feeling of self-worth and confidence (Ariza, 1999).

Students need special opportunities to learn about and then respect others' cultures and languages, as this is an important part of their education (Grant, 1999).

Grant (1999) points out the benefits of using units of study about different cultures from around the world. Attitudes that children form about people from other countries and cultures often are the ideas that stay with them for life, so it is imperative for educators to help to bring out the positive ideas to enhance the students' attitudes. By learning about others' cultures, students will begin to obtain understanding and appreciation for the cultures, as well as respect for differences in others.

Genesee (1999) and Weaver (1993) points out the importance of educators being aware of and helping students who experience "culture shock." These students have difficulty in adjusting socially and academically to the American school system and this country. Many ESL programs for students new to the United States have activities intended to assist the students acculturate to American school culture (Genesee, 2000; Walqui, 2000). One goal for these programs is to help these students acquire basic English skills so they can begin to communicate with others effectively and with confidence. The students are also taught core academic skills when they first enroll in a United States school. By gaining English communication and academic skills, the students have an easier time adjusting to American school culture. Field trips help the students experience places and events in their new communities. Cultural events help newcomers adjust and enjoy the culture of the United States more rapidly and easily (Genesee, 2000).

In addition to being aware of differences, classroom activities are important for success in an ESL setting. Acton and Cope (1999) and Menken and Look (2000) discuss strategies for teachers to use to facilitate learning for their students. One valuable activity

for teachers to use with their students is cooperative learning. This approach provides students with opportunities to communicate with one another to further their learning. The students get opportunities to learn in less threatening situations. Cooperative learning increases motivation because it allows students to learn in a more relaxed, informal learning situation. It also helps ESL learners to practice their English skills, while at the same time, help them appreciate differences in others' thinking and values through oral communication (Banse, 2000, Bennett, 1993; Grant, 1999).

There are activities for teachers with students that have different levels of English fluency that help the students be successful while practicing English skills (Chamot, Barnhardt, El-Dinary, & Robbins, 1999). The teacher should use content information for instruction so that students learn to use English to acquire new knowledge. This approach also will help students transition to content area classes that are taught only in English. An activity for students with little English skills is to strengthen their skills by learning telephone conversation skills and practicing ways to introduce themselves to others through role playing. The students are required to practice real-life skills through role playing in a comfortable, safe atmosphere with students at their level of English fluency. For students with more English skills, stories can be a powerful instructional tool. Students can practice such skills as prediction, visualization, summarization, feelings of characters, and sequencing by practicing with passages and stories from a variety of literary sources. These skills can help students with oral and written English skills to help them work on comprehension. Interviews and research projects can be used with students with higher English skills. The students learn content area information

while practicing skills, such as research strategies and questioning techniques, that they can use in other classes and areas of their lives. Oral presentations about individual or group projects help students gain confidence by presenting new knowledge to them in a meaningful and informational way (Chamot, Barnhardt, El-Dinary, & Robbins, 1999).

Chamot, Barnhardt, El-Dinary, and Robbins (1999) and Perez (2000) suggest using discussion techniques to help ESL learners master speaking and comprehension skills. Linking students' prior knowledge to a new reading selection through discussion helps students to better comprehend the text. The teacher can ask questions about the reading to have the students make connections between their prior knowledge and what is being read. Pairing an LEP learner with a native-English speaker or an LEP student with higher proficiency in English for discussion activities is an effective approach. The pair can take turns reading the passage aloud to one another and then discuss it, or they can read silently to a predetermined point, stop, and discuss or question one another to check for understanding. A strategy described by Perez (2000) is for the teacher to have the entire class read an assignment and then have a whole class discussion. This method allows the ESL students to check for understanding, while having the option of participating in the discussion.

Besides these learning activities, the use of audio tapes was a proven method to maximize listening strategies and comprehension for ESL students (Kim, 1999). Diverse methods were used to find ESL learners' attitudes about utilizing authentic audio

materials to learn a second language. The relationship was also investigated between use of audio materials and learning strategies, as well as the effect of using these materials in foreign language curriculum. Two hundred eighty-four Korean university students were participants. These students' beliefs about the use of audio materials were compared. The students were able to practice these specific skills in an individual or small group setting. A repeated-measures MANOVA was used to find the effects of using authentic audio materials as compared to a control group that used a more traditional approach. The participants' attitudes about the use of audio materials when learning an additional language showed a significant gain with their achievement in listening proficiency.

Given cooperative learning and audio tapes as instructional strategies, further usage of both instructional conversations and literature logs for ESL students is highly effective (Editor, 1999). The teacher needs to aid students by putting stories and literature in their own personal context, with discussions as support throughout the activity. Literature logs help the students' writing, both in demonstrating comprehension and practicing standard English writing mechanics. When asked to respond about personal experiences or topics connected to a reading selection in a literature log, ESL students identify with characters or situations in the text and learn reading skills more effectively (Editor, 1999; Perez, 2000). Teachers can discuss features of the passage and then ask students to write in literature logs to have students practice writing skills as part of working on comprehension skills. By using both oral and written discussion in regards to reading, ESL students understand reading passages better and will experience feelings of success, which helps build positive self-esteem (Perez, 2000).

Enhancement for English as Second Language Communities: Future Directions

The amount parents are involved in their children's educational process can further affect how they perform in the classroom (Hodge, 1999; Jacobsen, 2001; Santos, 1999). Hodge (1999) points out, for teachers and administrators, some reasons why LEP parents of certain language groups participate in school activities at the level they do. Among these reasons are the parents' beliefs of their responsibility to assist their children in their education, the parents' hopes for their children's future, and how positive they believe the school environment to be. Even if parents are not involved actively with their children's academic activities, Santos (1999) found the parents are very aware and concerned about their academic success. Interviews were used to find teachers' perceptions about parental involvement in 5 ESL classrooms with a total of 137 students in 5 elementary schools. The teachers felt that students' academic growth was directly related to how much parents were involved in their children's academic careers. The parents were very concerned about their children's academic progress and growth, regardless of how much they were actively involved. It was also found that the students' siblings were often assisting them with homework in place of the parents with limited English abilities. Whichever effective teaching practices are utilized in the classrooms to educate ESL students while being aware of and appreciating their cultural differences and backgrounds, some of these practices can be used in educating ESL parents as well (Hird, Thwaite, Breen, Milton, & Oliver, 2000). However, because of the age differences

between the two sets of learners, goals and objectives differ. The goal of adult ESL classes often is how to function better in today's job market and other social situations (Dunn, 1999; Osterling, Violand-Sanchez, & von Vacano, 1999).

A way to have a place for adult ESL classes is to establish and maintain a community center within and supported by the school where English and other adult education classes are offered (McFarland, 2000). In this study, the more parents used such a center, the better their use of English. This usage, in turn, helped the parents to do more to assist their own children, classroom teachers and staff, and the school as a whole. Sewell (2000) suggested using adult ESL learners' native languages in the process of teaching English. Extensive interviews were conducted with 3 ESL adult students and 3 ESL instructors. It was found that by using learners' native languages for instruction, the adult learners felt their native language and culture were affirmed and valued. The instructors and students believed that giving affirmation to the learners' languages and cultures was key to success in learning a second language, namely English. The participants also responded that this approach was a more natural way to learn English. These findings suggested that having adult learners feel comfortable and that their backgrounds are valued were crucial concepts to practice in a successful adult ESL program within a community center. Furthermore, Cavazos (1989) points out that parents have the responsibility to help with schoolwork and volunteer in the school to help staff members. The use of a community center that is set up by the school is an important way to reach this goal.

Society in the United States is changing in several ways. School administrators and personnel must adapt to meet changing demands from the community and society (Boyer & Baptiste, 1996; Wagner, 2001). Developing ways to facilitate learning within schools by helping teachers educate their ESL students by using effective strategies is a crucial step towards reaching this goal. There is a need for schools to become community centers where parents and community members can come to learn English or vocational and parenting skills, which strengthens families and the entire community. Administrators play, and must continue to play, invaluable roles to help all students and school communities meet our challenges of today's society and in the future.

PROCEDURES

Another purpose of this paper was to design a plan for an in-service for aspiring and current administrators on elementary campuses with ESL communities. This plan for an in-service included data on changing socio-economic conditions in the United States, background information on ESL philosophies, strategies for successful teaching in ESL classrooms, and strategies to improve parental involvement and adult education for ESL parents and community members. Each area provided the administrators with specific strategies for implementation of successful ESL programs. In the Irving Independent School District in Texas, these strategies helped to improve the district mission statement by providing administrators strategies than can be used to meet the needs of all students and to work in partnership with families and community members.

The first part of the in-service included statistics on the changing socio-economic conditions in the United States concerning ESL populations. A Power Point presentation

and discussion were used to make participants aware of the need for ESL instruction in American schools today. Trends of ESL students in schools were acknowledged and expanded, as well as the probable numbers of educators who would teach ESL students in their professional careers.

The second part of the in-service utilized the review of literature in the form of tips to provide insights regarding ESL philosophies. A Power Point presentation was used to provide administrators ideas. In the actual in-service, the participants would receive copies of the suggestions and would be given opportunities to discuss and analyze them in large and small group settings. The administrators would also need to have a solid background knowledge of these current beliefs to implement them on their campuses.

The third portion of the in-service featured strategies for effective ESL instruction in classroom settings. Research-based strategies were presented in Power Point slides as tools for the administrators to take back to their campuses to help put into practice the process of effective teaching in ESL classrooms. The administrators need to know what should be taught in ESL classrooms and how to help ESL teachers utilize effective teaching methods.

The final part of the in-service represented suggestions and strategies on how to strengthen parent involvement and adult education on the administrators' campuses and in the schools' communities. The last part of a Power Point presentation outlined strategies for administrators to use on their own campuses. Reasons why parental involvement and adult education in ESL communities were important for student success

were included. With the actual in-service, the administrators would then have ideas to begin increasing parental involvement and adult education to help foster a more successful school climate and community.

Resources in the form of handouts were provided for the administrators during and after the in-service. In this in-service plan, a potential survey was provided in order to acquire insights regarding how to measure the ways participants planned on using the information presented at their campuses and in their school communities. Another enclosure was a possible follow-up questionnaire that would be mailed later to the administrators to gauge how they have implemented the strategies 3 months following the actual in-service (See Appendix).

CONCLUSIONS

Administrators have many duties and responsibilities and, as a part of these duties, must be ready to deal effectively with members of the community, central office personnel, faculty members, and, most importantly, students. Today's administrators need to have a vision for their schools and themselves, organizational skills, and a winning mentality (Covey, 1989; Ferrandino, 2001).

Part of working effectively with community members and students is being aware of the changing demographics in American schools. More commitment and expertise are required of administrators to ensure that students whose first language is not English can succeed and feel good about themselves and their culture. All students' ethnic, racial,

and linguistic heritages are to be celebrated and built upon for the benefit of the students and community members (Boyer & Baptiste, 1996).

A movement is occurring in parts of the United States today that is replacing bilingual education with ESL education (Baker, 1998; Wildavsky, 2000). More and more parents of LEP children want their children educated in academic environments where only English is used.

Parents of LEP students need to be involved as much as possible (Mersky, 1998). Effective and clear communication between staff members and community members always should be a goal to be strived toward. Language and cultural differences can easily lead to unnecessary and unwanted miscommunication. Parents should be encouraged to become and stay active members in the school community. This promotes learning for themselves, as well as better skills to assist their children with schoolwork. Topics such as appropriate discipline techniques, time management skills, and positive self-esteem are excellent topics for administrators to include in adult ESL classes to assist parents.

Administrators must help classroom teachers to implement and consistently use effective ESL strategies. Strategies and guidelines developed by Chamot and O'Malley (1994) are resources for teachers to use in everyday classroom instruction. TESOL also have standards for administrators and teachers to have as resources to help ESL students obtain useful and effective instruction.

Using multicultural curriculum that emphasizes hands-on activities for ESL learners are important for these learners (Kim & Clarke-Ekong, 1999). Administrators and teachers must be aware of the cultures of the school community and also how instructional materials have been translated (Santos & Reese, 1999). Mutual respect can help to be established and maintained between the community and a school's faculty by the awareness and appropriate use of quality academic materials. This outcome needs to be a goal for administrators serving ESL communities.

Administrators must also be prepared for the future of ESL instruction. Knowing that parents can and do benefit themselves and their children's education by participating in adult education classes is crucial for administrators of tomorrow. Parents are very aware of and are concerned about the academic success of their children, even if they are not actively involved at school (Santos, 1999). Reaching out to parents and helping them to improve their education and parenting skills are important activities that will in turn benefit students, and are important activities for administrators with ESL school communities.

To become and continue to be effective leaders, administrators in school communities with ESL families must be aware of and prepared to help parents as well as students succeed. Implementing strong, effective programs and ensuring that ESL instructors are using proven ESL strategies in classrooms are crucial strategies for the administrators of today and tomorrow.

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Appendix

Preface

After the Power Point slides in the Appendix, there are an agenda and handouts to be used in the actual in-service. These documents help to give the participating administrators materials to take with them, covering topics presented at the in-service. These are to be handed out to the participants during and after the actual in-service.

The agenda can be distributed or picked up during the Welcome and Registration part of the in-service. Times and topics are included to help the administrators know what topics will be presented, as well as a schedule of the day.

The handout "Suggestions to Help Establish and Maintain a Successful ESL Program" is to be handed out during the part of the in-service called "English as Second Language Philosophies". Participants will have a copy of the strategies presented to take back to their own campuses.

The handout "ESL Strategies for Teachers" will be distributed during the portion of the in-service called "Classroom Strategies for ESL Teachers". Administrators will have a resource to share with the classroom teachers on their own campuses.

During the part of the in-service called "Adult Education and Parental Involvement", the handouts called "Adult Education" and "Parental Involvement" will be handed out to the principals. The principals will have strategies to take with them after the in-service.

The questionnaire called "Serving ESL Communities will be handed out during the Evaluation part of the in-service. Administrators will fill out the form to indicate how they plan to implement the presented strategies for ESL communities. A second questionnaire, "Follow-up Survey" will be mailed to the principals 3 months after the in-service as a follow-up to find how well strategies have been implemented on participants' campuses.

Welcome to

Serving English as Second Language Communities

A Changing America

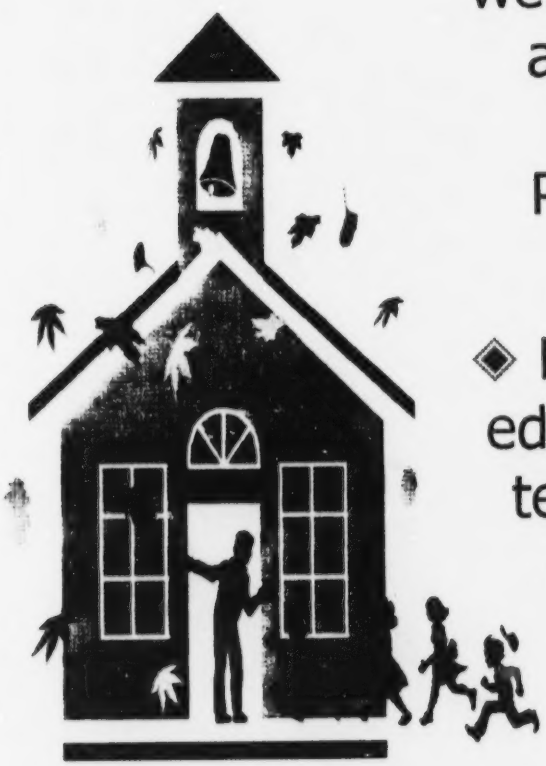
A Changing World

- American society is changing ethnically and racially.
- Minority populations are increasing.
- Many of the members of these groups do not speak English.

Credits: Boyer & Baptiste

Statistics

- In the year 2000, one in eleven students were classified as Limited English Proficient.



- Half of all educators will teach a LEP student.

Credits: Menken & Look

Statistics

LEP students are the most rapidly growing student group in the United States.

There has been a 104% increase in the past 10 years.

In the year 2000, there were over 4 million LEP students, K-12.

Credits: Menken & Look

Court Cases Affecting ESL Instruction

- ***Bilingual Education Act of 1968***—

  This act set federal guidelines for bilingual and ESL programs to ensure students were educated in the best and most appropriate manner.

Court Cases and Laws Affecting ESL Instruction

- ***Lau v. Nichols (1974)***

The United States Supreme Court found that by **NOT** providing special and appropriate instruction for LEP students, schools were denying students a proper education.

LEP students were provided appropriate education according to their level of English proficiency.

Court Cases and Laws Affecting ESL Instruction

Serna v. Portales Municipal Schools (1974)

In Portales, New Mexico, LEP students were not receiving the same education as those students whose first language was English. Bilingual education was provided for these students.

Gomez v. Illinois State Board of Education (1987)

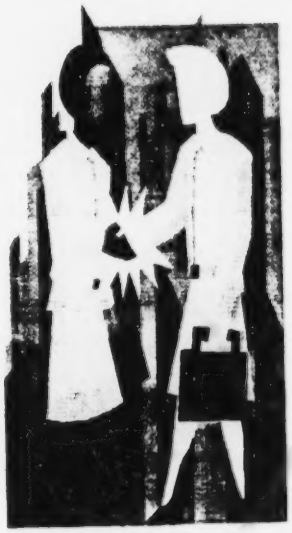
This case held that lawsuits in the court system can enforce such laws and court decisions such as the Bilingual Education Act, Lau v. Nichols, and Serna v. Portales Municipal Schools.

Suggestions to

help establish and maintain a successful ESL program

ESL Parents

- Involve parents as much as possible.



- Be aware of differences in dialects of languages, both in written and oral communication.

ESL Parents

- A word in one language might not have the same connotation in a second language.

- Use carefully chosen translations to help avoid miscommunications.

Credits: Ady
Fisher & Ury

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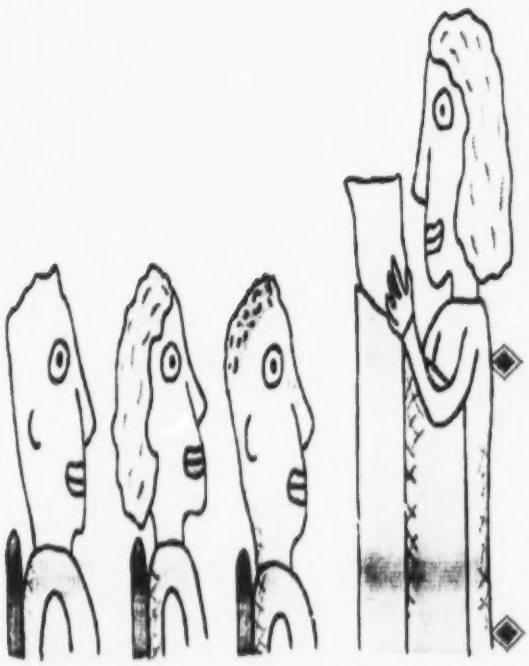
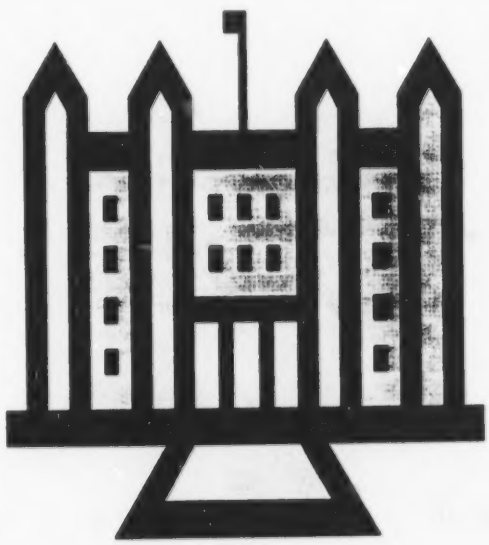
School Committees



- Establishing committees to help parents who are new the area feel welcome and become knowledgeable about school policies is important.
- Parents need to know about their children's schools so they can better help their children learn.
- Parents who feel welcome will participate more in school activities and their children's learning.

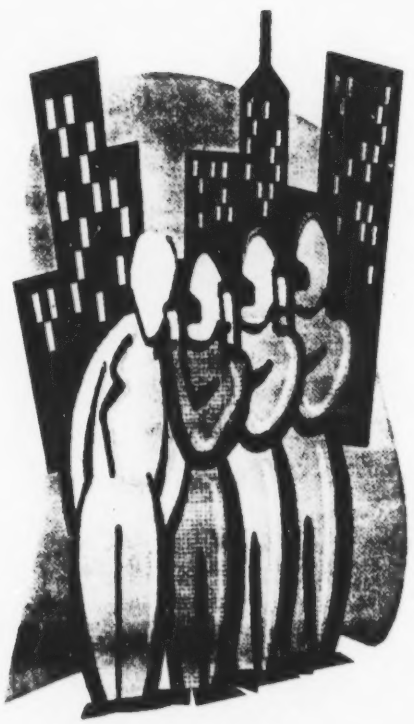
Communication for All

- School meetings need to be conducted so that all parents can understand and participate.
- Parents need to be informed in a language they can understand to be knowledgeable about the activities in the school.
- Classroom teachers should also be aware of having presentations or meetings for parents so that all can understand. Parents will participate more and feel welcome if they can understand what is being presented.



Credits: Mersky

Training Staff



- Staff members need to be trained to be aware of and appreciate the school's community and its traditions.
- This training will help staff to communicate more effectively with parents.

Credits: Mersky

Overcome Language Barriers

- This effort is essential for effective communication between parents and staff.

Overcoming Language Barriers

- LEP parents who believe their children's schools are not doing a good job communicating with them have less positive feelings about the school.

- These parents tend to participate less in school activities and are intimidated about the school.

Credits: Thurman

Effective ESL Strategies in the Classroom

ESL Strategies for Teachers

- Teachers need to use ESL strategies consistently to be effective for ESL students.

ESL Strategies for Teachers

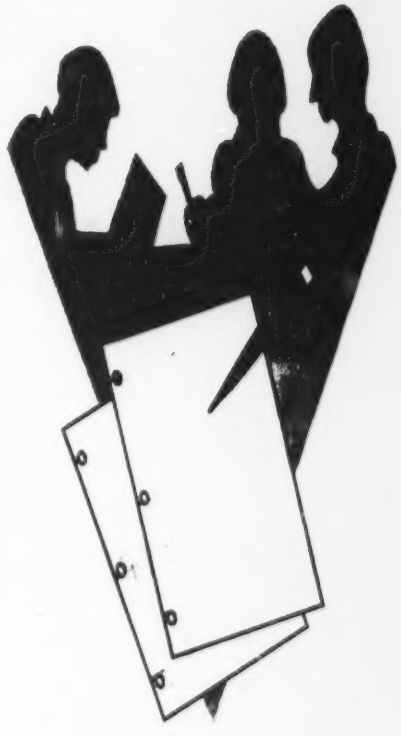
- Chamot and O'Malley developed guidelines for teachers and administrators to use as instructional strategies.

Strategies from Chamot and O'Malley

- ESL learners should have "prior knowledge" about a topic in order to learn more easily and effectively.
- Hands-on and cooperative group activities encourage learners to use social and academic English.
- Encourage students to use vocabulary related to the subject area.
- Recognize students' learning styles and vary lessons.
- Teach strategies so students can find meanings of unknown words or ideas.

ESL Strategies for Teachers

- Teachers should use academic language and encourage ESL learners to do the same.



- This modeling will help develop literacy, vocabulary, higher-level thinking skills, study skills, and learning of social skills.

Credits: Beckett & Haley

Teachers of English to Speakers of Other Languages (TESOL)

- ESL standards for Pre-K-12 students were developed by TESOL for teachers and administrators to use as an academic resource.

- A scope and sequence for LEP learners was provided in the Standards so teachers and administrators could help students be successful.

Goals Set by TESOL Standards

- Use English to communicate socially.
- Use English to achieve academically in all content areas.
- Use English in socially and culturally appropriate ways.

Multicultural Curriculum

- A multicultural curriculum should provide ESL learners hands-on activities to enhance their learning.

- This curriculum will help students develop appreciative attitudes and tolerance about others and their cultures.

- This curriculum helps erase the idea of "us versus them".

Credits: Kim & Clarke-Ekong

Knowing the Community

- Teachers and administrators need to know the community culture—values, beliefs, traditions—when making decisions about instructional materials used in the classroom.

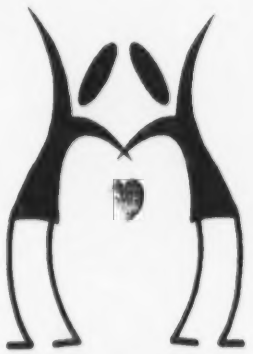
- Families have different traditions, depending on their primary language spoken at home, the education level of the family, or their country of origin.

Credits: Santos & Reese; Ullman

The Classroom Environment

- Be aware of ESL students' different cultural backgrounds to help ensure that the students feel comfortable, which will maximize their learning.

- Get to know students on a personal level. Know about their family life.



- Adapt to students.

Teachers can match their teaching methods to match the students' learning styles and values.

Credits: Ariza; Rozycki

The Classroom Environment

- Give students opportunities to experience success in a variety of situations.
- Give students opportunities to learn about others' cultures and languages.

The Classroom Environment

- Be aware of students who are experiencing "culture shock". They may be having difficulty adjusting socially and academically to American schools.

Credits: Genesee; Weaver

The Classroom Environment

- For students experiencing "culture shock", teachers and administrators need to help these students acquire basic English skills so they can begin to communicate.

- These students should be taught core academic skills.

- Field trips and cultural events will help newcomers adjust and enjoy American culture.

Credits: Genesee; Walqui

Parental Involvement

and

Adult Education

Parental Involvement

- The amount parents are involved in their children's education can affect how the children perform in the classroom.

Credits: Hodge; Jacobsen; Santos

Parental Involvement

- Involving parents in their children's education fosters learning for the entire family.

- Even if parents are not involved actively, parents are very aware and concerned about their children's academic success.

Credits: Santos

Parental Involvement

- Actively recruit parents to be in partnerships with staff members who focus on students' education.
- Help parents to envision their children finishing high school and college. Show parents realistic methods to plan for and achieve this goal.

Credits: Lockwood & Secada

Parent-Peer Groups

- Staff members can form and work with parent-peer groups to get parents involved.

- These groups are sensitive to parents' schedules.

- The groups are less threatening to parents.

Credits: Lockwood & Secada

Implement a Family Literacy Program

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- These programs motivate parents to become active learners themselves, which helps their children.
- Children see their parents as role models and learners in the educational process.

Credits: Mersky; Osterling, Violand, & von Vacano

Adult Education

- LEP adults are often highly motivated to participate in adult education.

- LEP adults have higher rates of participation in adult education than native English speakers.

- There is more demand for adult ESL classes than are currently provided.

Adult Education

- Providing vocational ESL programs can be very beneficial to adult LEP learners.

- Learners can learn English skills that relate directly to their jobs.

Factors Affecting Participation in Adult ESL Classes

- Providing childcare and transportation services increase participation.
- Classes using computer learning labs have higher participation.
- Day classes have higher participation rates.

Credits: Fitzgerald

Topics for Adult Education

- Teaching parents how to communicate more effectively in parent-teacher conferences
- Appropriate discipline techniques
- Drug/alcohol awareness
- Nutrition
- Time management
- How to plan and monitor their children's study at home
- Improving their own self-esteem
- Communicating effectively with their children

Credits: Cavazos; Clarke

Schedule for Serving English as Second language Communities

8:00-8:30 Registration and Welcome

8:30-10:00 A Changing America

10:00-11:30 English as Second Language Philosophies

11:30-1:00 Lunch

1:00-2:30 Classroom Strategies for English as Second Language Teachers

2:30-2:45 Break

2:45-4:15 Adult Education and Parental Involvement

4:15-4:30 Evaluation: Survey on Implementing Strategies Presented Today

Suggestions to Help Establish and Maintain a Successful ESL Program

Involve parents as much as possible in their children's education.

Be aware of differences in dialects of languages, both in written and oral communication.

Establish committees to help parents new to the area feel welcome and become knowledgeable about school policies.

Conduct school meetings so that all parents can understand and participate.

Train staff members to be aware of and appreciate the community and its traditions.

Overcome language barriers by having appropriate translations when necessary.

Credits: Fisher & Ury; Mersky

Ensure that teachers are using ESL strategies **consistently**.

Activities beneficial to ESL students:
- Hands-on activities
- Cooperative group activities
- Strategies to find meaning of unknown words or ideas

Tap into "prior knowledge" whenever possible.

Encourage students to use vocabulary related to the subject area(s).

Recognize students' learning styles and vary lessons accordingly.

Use academic English in lessons and encourage students to do the same.

Have students use English socially and academically in socially appropriate ways.

Use a multicultural curriculum to foster appreciation of other students and their cultures.

Know the community's values, beliefs, and traditions when selecting instructional materials.

Let students experience success in a variety of situations.

Help students experiencing "culture shock" by helping them to acquire basic English skills so communication can begin. Teach these students core academic skills and plan field trips and cultural events to help them adjust and enjoy American culture.

Credits: Acton & Cope; Ariza; Chamot & O'Malley; Kim & Clarke-Ekong; Menken & Look

Adult Education

Implement a family-literacy program to enhance learning for parents and children alike.

LEP parents are highly motivated to participate in adult education. They have higher rates of participation than native English speakers.

There is currently more demand for adult ESL classes than what is now being provided.

Vocational ESL programs can be very beneficial. The ESL learners can learn English skills that directly relate to their jobs, helping the learners to be more effective at work.

Provide childcare and transportation if possible to increase participation and keep learners in programs longer.

Day classes and computer-based learning have higher rates of participation.

Suggested topics for adult ESL education:

- Practical English for the workplace
- Communicating in parent-teacher conferences
- Discipline techniques
- Drug and alcohol awareness
- Nutrition
- Time management
- Monitoring children's studies at home
- Self-esteem
- Effective communication with children

Credits: Fitzgerald; Mersky; Osterling, Violand, & von Vacano; Wonacott

Parental Involvement

The amount parents are involved in their children's education can affect how the children perform in the classroom. The more involved parents are, the better some children achieve and learn.

Involving parents fosters learning for the entire family.

Actively recruit parents to be in partnerships with staff members that focus on students' education.

Help parents envision their children finishing high school and college. Show parents realistic ways to achieve these goals, such as setting expectations that their children can and will finish, setting up specific study times, and continuously being involved and concerned with the children's academic progress.

Form parent peer groups along with staff members to help parents become informed and involved in school activities. Parents feel less threatened in these groups and the groups' schedules are more accommodating to the parents' schedules.

Credits: Clark; Hodge; Jacobsen; Lockwood & Secada; Santos

Serving English as Second Language Communities

The following questions are to be answered by the participants of the in-service. The answers will give the presenter(s) insight into how the strategies presented could be implemented by campus leaders to help improve their campus improvement plans.

How do you, as an administrator, plan on implementing the classroom strategies presented during today's in-service?

How will you help teachers utilize effective ESL methods?

How can you use strategies presented today to increase parental involvement among LEP parents?

What kind of adult education classes can you offer at your campus that would be useful for LEP parents?

Follow-up Survey

Serving English as Second Language Communities

The following questionnaire is to be mailed 3 months after the in-service to the administrators who participated in the in-service. The purpose is gain insight into how the ESL strategies presented have become part of campus improvement plans in the principals' schools.

In the 3 months since the in-service:

How did you implement ESL strategies into your school's curriculum?

How have you helped teachers utilize ESL methods in their classroom instruction? Give specific examples.

Give specific examples of how you used strategies from the in-service to increase parental involvement for LEP parents.

How did you implement or continue adult education for LEP parents in your school? Include topics of class offerings.